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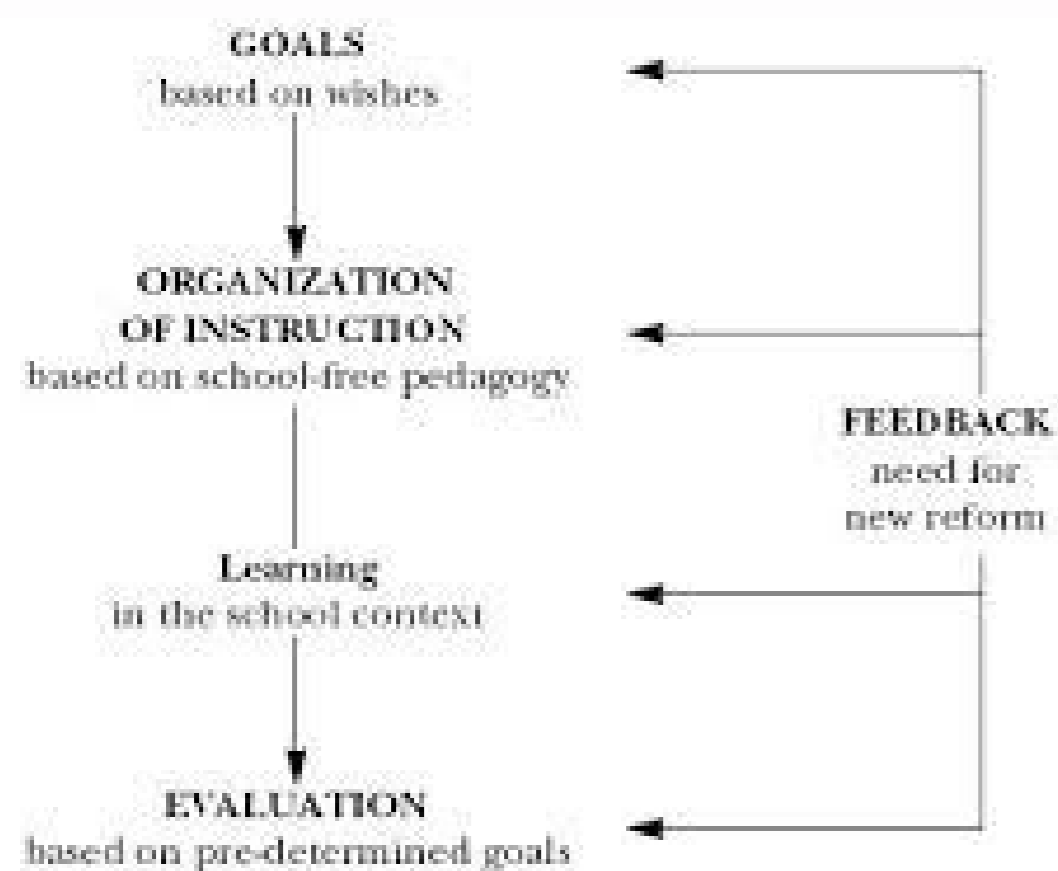


Figure 1: The vicious circle of educational reform discourse

Curriculum Development and Concept Organization

"The whole art of teaching is...the art of awakening the natural curiosity of...minds."
—Anatole France

Chapter 3: Chamberlain & Cummings, 2003

Curriculum Development Process

- Gathering Data from Input Factors
 - Learner
 - Subject Matter Trends
 - Available Resources
 - Societal Trends
 - Community Characteristics
 - Educational Psychology

Curriculum Development: Processes and Models

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Ma. Franzel del Mundo

Desired Learning Outcome:

- Explain and summarize the curriculum development process and models

Curriculum Development Models

By: EVELYN B. SAN JUAN

Figure 1: The Tyler Model of Curriculum Development

LSHSS

Clinical Forum

Understanding Curriculum Modifications and Embedded Learning Opportunities in the Context of Supporting All Children's Success

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University of Northern Colorado—Greeley

Both the Individuals With Disabilities Education Act (IDEA) Amendments of 1997 and IDEA, 2002 address access to the general education curriculum in the provision of educational services for children and youth with disabilities. A key feature of the concept of access, as described in IDEA, Part B regulations, is the phrase "participation and progress in the general curriculum" (Federal Register, 2006). Specifically, IDEA contains extensive language requiring that each student's individualized education program (IEP) include a statement describing how the child's disabilities affect the child's involvement with and progress in the general curriculum; the measurable goals that will be set in order to enable the child to be involved with and progress in the general curriculum; and the services, program modifications, and supports necessary for the child to be involved in and progress in the general curriculum. It is clear from reading the statute and regulations that the intent of the mandate is to challenge students to raise their expectations about learning outcomes by providing a more challenging curriculum for students with disabilities and to be more accountable for students achieving meaningful outcomes (Agran, Alper, & Whitney, 2002; Noh, & McLaughlin, 2006).

ABSTRACT: Purpose: The primary purpose of this article is to provide a clear look at the individualization process whereby early childhood professionals ensure that the individualized learning objectives for each child are appropriately addressed. Method: Early childhood professionals, including speech-language pathologists (SLPs), are working to meet the individual needs of all children in the general curriculum. This mandate is a multilayered model of support that has an individualized, high-quality, universally designed curriculum. Following a brief overview of the components of this model, the discussion shifts to a focus on the individualization components. Children's individualized needs for supports are provided through instructional individualization, including curriculum modification and embedded learning opportunities. Implications: Implementation of a multilayered model of support that meets the needs of all children in the general curriculum is dependent through assessment and by having shared child outcomes in curriculum content and the individualized child supports. In order to be an effective team member in the process, the SLP must understand the concepts and specific strategies that form the foundation for each role.

KEY WORDS: individualization, access to general curriculum, universal design for learning, embedded learning opportunities

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Schools may receive regional or national accreditation, with regional accreditation generally considered the most prestigious of the two. You can also choose to download certain content such as Netflix videos, which you can save on your computer and watch later offline. Students acquire skills in the development, design and modification of the curriculum. If you are using Google Chrome as yoursfor example, visit the Chrome Web Store to search extensions that you can add that help you -loideos. Students who attend an online master's degree in curriculum and instruction can usually specialize the degree through concentrations in areas such as adult education, talented education, inclusive instruction of the classroom and special education. Professionals may need a teaching license or an educational administrator license if they are working as instructional coordinators. Generous transfer policies can help students save time and money in a degree. They also need a bachelor's degree in a related field. They also need state licensing if they want to work in a public school. As every state defines unique requirements, newly-located instructional coordinators may need to meet the additional requirements for licensing in a new state. True Special Education Teachers Average salary 2020 \$ 61,500 Designated employment growth 2020-20308% Special education teachers work in primary and high school environments in public and private schools, educating students with the learning of exceptionalities. However, there is a gray area when it comes to things you find on social media and other websites, and that also matters what you will do with them. High school teachers high-school earnings 2020 \$ 62,870 Projected employment growth 2020-20308% High school teachers instruct students in the 9-12 series. Pedagogy: This course examines teaching methods and instructional strategies. 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